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**The American University in Cairo**

**School of Global Affairs and Public Policy**

**The Views of Trainees on the Process of Training and its Relationship to Employee  
Performance and Productivity in the Petroleum Sector in Egypt**

**A Thesis Submitted to the**

**Public Policy and Administration Department**

**In partial fulfillment of the requirements for the degree of  
Master of Public Policy and Administration**

**By**

**Aya Emad Karar**

**Under the supervision of**

**Dr. Ghada Barsoum**

**Professor of Public Administration  
The American University in Cairo**

**February 2013**

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## **ABSTRACT**

This study examines the views of trainees on their training and the training process relationship to employees' performance and productivity in two large institutions in the petroleum public sector in Egypt. It is widely held that the Egyptian public sector needs to increase work-related training to improve long-term economic performance, address the skills gap and improve employee productivity. This research is based on a case study of the petroleum sector in Egypt. Qualitative analysis was conducted to explore the relationship between the training of employees and their needs, performance and productivity. The analysis showed that there is a weak relationship between employees training and their performance and productivity, where training programs do not meet the needs of employees and there are issues of favoritism in selecting staff. The study recommends the right steps and process to develop good and effective training programs that will directly influence overall petroleum sector performance and productivity.

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## **CHAPTER ONE: Introduction**

This study assesses the views of trainees on the process of training and its relationship to employees' performance and productivity in two large institutions in the petroleum public sector in Egypt. It is widely held that the Egyptian public sector needs to increase work-related training to improve long-term economic performance, address the skills gap and improve employee productivity. Qualitative analysis was conducted to determine if there is a relationship between the training of employees and their needs, performance and productivity. The study objective is to investigate the views of trainees on the process of training and its relationship to employee performance and productivity in the petroleum sector in Egypt. A further goal of this study was to establish the relationship between the views of trainees' about the process of training in order to determine its positive or negative effect on their productivity, and suggest a list of reforms to improve the training process in the public sector to improve employees' performance and productivity. In addition, the scope of the study was restricted to studying training in petroleum public sector corporations as it affects employee performance and productivity. Effort was made to focus on staff in different departments in petroleum corporations in the public sector, including professional and other qualified employees. Moreover, the study looks at training programs attended by employees and the relevance of such training courses to work in the sector. The research question of the study is: what are the views of trainees on the process of training and its relationship to employee performance and productivity in the petroleum sector in Egypt? Specifically, this study seeks to understand if training improves employee productivity and quality of performance.

## **1. Background:**

Training should have a distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce. Today, training is the most important factor in the business world. Training increases the efficiency and the effectiveness of both employee performance and the organization's productivity. Employee performance depends on several factors. However, the most significant factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in both skills and competencies. Organizational performance depends on employee performance because human resource capital plays an important role in growth and the organizational performance (Stone, R. J., 2002).

In addition, training is a major part of the Human Resource Management function of particular importance to the efficient use of human resources. Therefore, employees are necessary, but expensive resources. In order to maintain economic growth and effective performance and productivity, it is important to improve the involvement of employees in the aims and goals of the organizations to increase their productivity (Sultana et al., 2012).

The importance of training as a central role of management has long been acknowledged. In addition, training is necessary to ensure a satisfactory supply of technically and socially competent staff, who are capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfills an important part of this process. Therefore, training should be viewed as a fundamental part of the process of total quality management (Sultana et al., 2012).

Moreover, appreciation of the great importance of training in recent years has been seriously affected by the augmentation of competition and the relative success of organizations where investment in employee development is significantly emphasized. In addition, technological developments and organizational changes have gradually led some employers to the comprehension that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and



development. Companies however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training (Sultana et al., 2012). The employee training has a very big impact on their performance and their productivity in different way (Chillarege et al., 2003).

In addition, there are big effects of training goals and training types on the knowledge and skills of the employees (Chillarege et al., 2003). This study aims to assess the effect of training of employees and their performance and productivity. Many research studies argue that training and development programs increase the organizations' performance and effectiveness (Zwick, 2002). For this study, the author interviewed employees in the public sector, specifically in the petroleum sector, to investigate the views of trainees on the process of training and its relationship to employee performance and productivity in the petroleum sector in Egypt.

## **2.Importance of the research and study objective:**

The importance of the research is that the petroleum sector is one of the richest sectors in the government of Egypt's (Government of Egypt, 2012). It has many resources and funding. Therefore, it expects to have high quality training programs and increasing productivity. Yet, is this the case? In order to answer this question, I analyzed the views of trainees on the process of training and its relationship to employee performance and productivity. In addition, the main research objectives are:

- Investigate the views of trainees on the process of training and its relationship to employee performance and productivity in the petroleum sector in Egypt.
- Establish the relationship between the view of trainees' about the process of training and their performance to determine it's positive or negative affect on their productivity.
- Evaluate the impact of acceptable and effective training on employees' performance and productivity in the petroleum sector.
- Examine the contribution of training in achieving the sector's short term and long-term objective.

- Suggest a list of reforms to improve the training programs and processes in the public sector to improve employees' performance and productivity.

### **3.Research Question:**

The general research question of the study is: what are the views of trainees on the process of training and its relationship to their needs, performance and productivity in the petroleum sector in Egypt? Specifically, this study seeks to understand if training improves employees' productivity and quality of performance.

#### **3.1 Specific Research Questions:**

What is the process of selecting the effective training program?

What is the role of human resources staff members?

What are the tools of measuring performance and productivity of employees?

### **4.Significance of the Study:**

One objective of this study is to provide recommendations to organization in public sector to apply effective and useful training system to increase employees' performance and productivity. This study outcome will encourage public sector companies to reform their training system and process to increase their employees' performance and productivity. Therefore, the study outcome reaffirms the importance of identifying the suitable training program for each employee to increase his performance and the overall productivity of the organization.

Finally, another goal of the study is to aid management and Human Resources departments in petroleum companies in the public sector to introduce modern patterns of training, to be able to improve employees' performance and productivity to meet the challenges of change in the future.

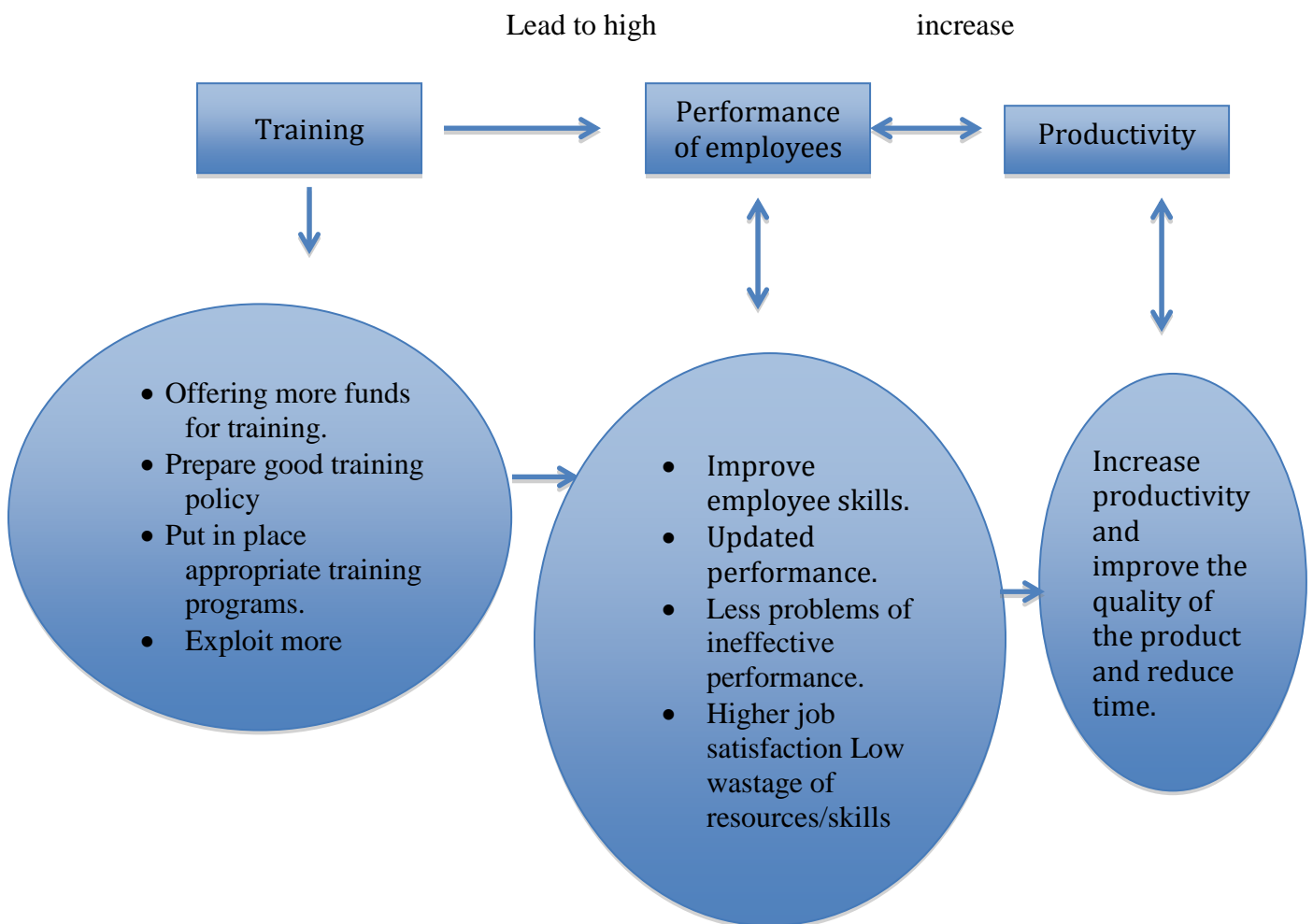
### **5.Scope of the Study:**

The scope of this project was restricted to studying training in the petroleum public sector. Effort was made to focus on staff in different departments of petroleum corporations in the public sector, professionals and those with other qualifications. Moreover, this study examined previous training programs attended and the relevance of such training courses to employee productivity. Therefore, the human resources departments in the petroleum sector believe that they have a strategy to develop human resources in order to execute the vision and targets. Each employee with skills, knowledge and personal potential adds new successes in performance. Therefore, the company aims to achieve the highest human development levels by following the most recent administration system, which depends on joining experience to modernization. Furthermore, training is likely to add stronger communication between technical and administrative employees by enhancing individual capabilities while directing group efforts to improve teamwork. However, all of these are theoretical concepts and written only, and are not applicable in reality. Moreover, according to training programs, developing the personal skills of employees is the most important factor to maintain superiority in production enhancement and growth. Thus, they apply specialized training courses that aim to improve employees' administrative and technical skills.

There are three types of training that apply to this study: the local training programs for employees; various training courses conducted by the training department covering technical and financial, IT, administrative and language field courses; and local training programs for students and summer training.

## 6. Conceptual Framework:

First, various results are expected from a training process. These are performance levels, mastery or required skills, increased employees productivity, and career growth. Therefore, these result in a positive attitude towards work obligations. Trained employees are likely to give better output than those who have not been trained. In addition, staff training minimizes expenditure, encourages diversity and increases staff performance and productivity. The following diagram elaborates the impact of training on employees.



## **7.Thesis Outline:**

The study has five chapters. Chapter one presents the study by giving the background information on the importance of the research problem, as well as the objectives, research question, scope, significance of the study and conceptual framework of the study. Chapter Two discusses the study's methodology.

Chapter Three presents a review of relevant literature on the research concepts with specific reference to how it applies to training to improve performance and increase productivity. First, it gives theoretical background about training, and an overview of training and types of training, then it explains the effective training process. It also gives background about tools of performance measurement and productivity in the public sector and the role of Human Resources staff to formulate effective training programs.

Chapter Four presents the findings on the mismatch between training programs and the needs of employees. It is an analysis of the data from an interview about resource waste in petroleum organization in the public sector, bias and favoritism in providing the training programs for employees and finally the mismanagement of distribution of courses based on employee needs in the workplace.

Chapter five presents findings on the practices and limitations of Human Resources staff. In addition, this chapter presents an analysis of these issues: there is no evaluation for the courses and assessment, also, the employees are not experts in Human Resources and they do not have the ability and skills to formulate an effective training program. Finally, they have an incorrect application of the training program process in the petroleum organization in the public sector.

Chapter Six presents the conclusions drawn from the research findings and recommendations to enhance employee's performance and productivity through training, and to warrant stable, committed and expert Human Resources. It also suggests a reform plan for training in petroleum organizations in the public sector to enhance employee performance and increase their productivity.

Finally, to sum up this chapter, it presented an introduction to the topic of the study, the research question and key points and background of the research. In addition, I presented the research objective and importance, significance and scope of the study. The conceptual framework of the study and the thesis outline followed this. The coming chapter will be about the methodology of the study. I will present the research design, description of participants, selection process and data analysis and interpretation.

### **1 Research Design:**

This study analyzed the views of trainees on the effect of training on employee performance and productivity; I gathered data from two of the largest petroleum companies in the public sector in Egypt for qualitative analysis. I conducted analytical research that analyzes the perception of individuals towards the effect of training and helps in determining the effect of training program on employees' productivity and performance (Berg, 2001). Thus, analytical research aims to understand phenomena by discovering and measuring causal relations among them (Neuman, 2006). It helps in determining the degree to which training effects individual performance in the public sector, therefore research has been conducted in the form of interviews with employees in public sector, focus groups and observations (Neuman, 2006).

### **2 Description of Participants and Selection Process:**

Primary data was collected as part of this qualitative study. The objective of qualitative research is to gain understanding of underlying reasons and motivations. Therefore, this current research used primary data. My primary data was gathered through face-to-face interviews, focus groups and observations in order to learn about the views of trainees on the effect of training on employees' performance and productivity in public sector. As an intern in the public sector, I had access to observe the employees.

The sampling approach is purposive sampling. Participants are drawn from different departments with different titles and positions; the characteristics of the sample are aligned with the study's purpose and the participants are easily accessible. The criteria of selecting the sample was random, and drew on people in different departments with different titles, randomly selected from different age ranges.

As the researcher, I interviewed a total number of 25 employees. I attempted to recruit participants from several sources. I contacted two managers of the two biggest petroleum organizations in the public sector that had expressed an interest in the study and had offered to refer potential participants. I also conducted interviews with other employees known in my network.

The employees that I conducted the interviews with range in age from 28 to 55. There were fifteen males and ten females. Of the fifteen male interviewees, one was the chairperson of the biggest company in the petroleum sector; one was the manager of the Human Resources department. The third category of the sample is employees from different departments chosen randomly from these two organizations.

In this study, data gathering methods included semi-structured interviews, focus group, observations, and document analysis. Data was gathered from the initial sample group in a cyclical process as outlined in the timetable below.

- Semi-structured interviews (round one)
- Observations of employees; two days per employee (round one),
- Semi-structured interviews (round two), Observations of employees; two days per employee (round two),

### **3.Procedures:**

The next section contains a description of the procedures followed in the study. As stated earlier, participants were recruited from two of the biggest companies in the public petroleum sector. After the scope of the study had been explained, the employees were asked to sign an informed consent form (Appendix A) describing the study's basic purpose and design, confidentiality, and their right to stop the referral of participants to the study at any time.

The chairperson of the two companies suggested to those who showed an interest in participating that they join the study. Interested candidates were then contacted by phone. I began to establish rapport as further information was given regarding the purpose of the study, procedures of research and time commitment involved. Moreover, I stressed the voluntary nature of participation including the freedom to selectively respond to questions or to withdraw from the study. Those candidates who chose to participate were scheduled for an initial interview at a commonly acceptable time and setting.

As the first interview began, I focused on building rapport with the participants and attempted to introduce the idea of a collaborative partnership (Marshall & Rossman, 1989). During this process, a brief set of demographic information was collected. The format of the interview involved a semi-structured



design facilitated by an initial set of pre-determined questions. In addition to utilizing these open-ended questions, I set the stage for a free flowing dialogue. My plan was, in fact, to refer to the participants as the imposing source of information concerning their unique experience. One of my goals was to test the accuracy of my understanding of the participant's perceptions (Yin, 1989).

In addition to audio recording all interviews, I reserved written and taped records of the notes that I took during the interviews, as well as memos and perceptions (Strauss & Corbin, 1990). These aided in tracing reactions to the content and process of interviews. Additionally, these records enhanced other analysis as the constant comparison method of analysis was engaged in the development of data categories (Glasser & Strauss, 1967).

Finally, to maintain the confidentiality of the data, demographics and other identifying information were kept in a separate file from research data. In addition, access to raw data was restricted only to my advisor and me. Moreover, the tapes will be destroyed upon completion of the submission of this thesis.

#### **4.Data Analysis and Interpretation:**

Following Marshall and Rossman (2011) the data analysis involved coding procedures and memo writing was used as a data analysis strategy. Alternatively, diary entries were coded in a systematic way. Memos were written as records of analysis, and diagrams were developed as visual representations of the relationships between concepts.

Throughout the data analysis process, the employees and other participants in the research were involved directly in verifying the data and the emerging theory.

### **5.Interview Guide:**

I included the following process: I started the interview by asking staff in the Human Resources area about the mission and the vision of the Human Resources department. Then I asked: How important is HR in employee performance in your point of view? Then I moved to the questions about the employee performance: What are the tools for measuring performance of employees? What are their recommendations or plans to improve the training system in their companies to improve the employees' performance? How important is HR management in employee performance? What is the relationship between employee attitudes (job satisfaction and commitment to their organizations) and the performance of their companies?

To conclude, this chapter presented the research design of the study, including description of participants, selection process and data analysis and interpretation. Similarly, I presented the interview process of the study by giving samples of some questions from the interviews. The coming chapter will discuss a review of literature.

## **CHAPTER THREE: LITERATURE REVIEW**

This chapter discusses a review of the literature in many parts. First, it gives us theoretical background about the definition, process, benefits and importance of training, then it reviews the relationship between training and employees' performance and productivity.

### **1 Overview of Training:**

According to Dessler (2008), training refers to the means the Human Resources staff use to provide new or current workers with the skills they need to accomplish their work. Moreover, training enhances competencies needed today or everyday in an employee job and performance (Jackson & Schuler, 2000).

### **2 Training:**

According to Tzafrir (2005), training is an essential factor in creating human capital. This author's argument is based on the theory of balance (Tzafrir, 2005). Tzafrir considers that investment in training can make employees feel obliged to the company. On the other hand, from a collective viewpoint some authors have claimed that it is specifically through training that a greater universal effect is produced than can be seen in other Human Resources practices (Pfeffer, 1994).

### **3 Training benefits:**

According to (Cole, 2002), training has many morale benefits for employees because it increases the motivation of the employee toward his work, also it give a feeling of personal satisfaction and achievement, and increases opportunities for career progression. On the other hand, in the production side, training leads to lower cost of production and also eliminates risks because trained personnel are able to make better and more economical use of material and equipment thus reducing and preventing waste. In addition, training helps employees manage change by increasing the understanding and involvement of employees in the change process and providing the skills and abilities needed to adjust to new situations. Training provides recognition, enhanced responsibility and the possibility of increased pay and promotion. Finally, training assists progress and helps to develop the availability and quality of staff (Cole, 2002).

#### 4 Importance of Quality Training:

Lange (2004), concludes in his study of the impact of training that it depends heavily on the type of training one offers, the length of training, the location of training and the training target group. It has been noted in Lange (2004) and Cole (2002) that improving organizational performance through competitive work environments are the extent to which organizational rules are performance oriented. For a long time, the public sector has been recognized as having rigid structures, formalized job guidelines and responsibilities, inflexible reward systems, and many constraints (Kurland & Egan, 1999). Such organizational rules weaken employees' competence and contribute to lower organizational performance.

Therefore, organizations with high performance are characterized by strong organizational rules that are based on competitive organizational cultures and effective Human Resources practices (Barney, 1986). Well-developed training programs lead to employees' satisfaction, which leads to high performance in work and productivity (Houston, 2009).

Many researchers state (Houston, 2009 & Cox, 2001) that program funding and staffing levels have a great impact on training divisions, also an employee-training program improves your ability to adapt to changes in the marketplace. Because your staff is learning and working efficiently, you can shift to new ideas more quickly. Training also ensures that you have quality people on hand when you expand. Because employees know what to do, they can grow your business (Cox, 2001). Moreover, according to Houston, (1999) the most important way to achieve high employee performance is preparing a well-developed orientation on the first day of work, in order to let the employees be informed and be aware of the company's culture in order to get used to work quickly, which leads to high performance (Houston, 1999). In addition, training leads to high competitive advantages over other companies and improves their position in the marketplace (Devaraj, 2002). It was observed that increasing work-related training improves long-term economic performance and productivity (Dearden et al., 2006).

There are three types of training: on job training, off job training and induction training. Induction training is located somewhere other than the official work place; this is training received when an employee joins a new company (Cole, 2002). First, for on the job training there are advantages and disadvantages to

this type. The advantages are producing work for the company; it is much cheaper for the company than other training. For the employee work would be more comfortable when starting the job, as the employee would know the work place and staff (Cox, 2001).

The disadvantages are practices that may be passed down from trainer to trainee, mistakes made by the trainee may affect the company (as they would lead to poor customer services), the company wouldn't have many experienced workers, and the trainer may not be a good trainer as they might not have been training for a long time (Cox, 2001).

The second type of training is off the job training, which also has advantages and disadvantages. One advantage is that trainers are good at training as they do it as their job every day and no mistakes are made which affect the business. Also, the company wouldn't have inexperienced workers working for them and fewer bad practices would be passed down as trainers would be professionals. In addition, the disadvantages of this type are that no work is produced for the company while training. Therefore, it is more expensive for the company; because new employees are not familiar with the staff and workplace (Houston, 1999).

## **5 The training process**

According to Dessler (2008), the main step of the training process begins with determining what training is required. After that examination, training needs depend on whether you are training new or current employees (Dessler, 2008). The main task in analyzing new employees' training needs is to determine what the job entails and to break it down into subtasks, each of which you then teach to the new employee. Analyzing current employees' training needs can be done through task analysis and performance analysis. In addition, identifying training needs is done in three stages; organizational needs analysis involves examination of short and long-term objectives of the organization and the trends that are likely to affect these objectives (Cole, 2002). It can include a Human Resources analysis, analyses of efficiency indexes, and an assessment of the organizational climate. Moreover, another factor is job needs analysis. For

existing jobs, information on the tasks to be performed, the skills necessary to perform those tasks, and the least acceptable standards are collected for analysis (Dessler, 2008).

On the other hand, according to literature available on training, (Cumming, 1968) traditionally, training in an organization involves systematic and planned approaches which generally follows a sequence of steps relating to each other to build a good training program and effective outcomes (Cumming, 1968). These steps are first the establishment of a training policy, followed by training needs identification, training plans and program design and implementation, evaluation and assessment of training for further action (Italsey, 1949).

According to Kenny et al., (1992), the training process consists of seven steps you must follow and apply in an effective way to achieve a successful outcome (Cole, 2002). The first step is to create a work analysis of employees, the second one is needs assessment and the third one is feedback. The other phase of the training process starts from the fourth step and involves designing the program, the fifth step is instructional strategy development and the sixth step is the delivery method of the program. Finally, the final phase and the last step of the process is evaluation of the program (Kenny et al., 1992).

## **6 Human Resource Management and Training:**

The Human Resource management practices, in any firm, are a moderator between the strategy and policies and the outcome. Human Resource management practices include job analysis, orientation, performance appraisal, human resource planning, labor relations, selection, recruitment, compensation, and training and development (Dessler, 2007). Other Human Resource management practices studied are compensation, training and development, recruitment and selection, promotion, performance appraisal. Dessler (2007) suggests that researchers should investigate bundles of Human Resource management practices instead of individual Human Resource management practices and their effect on performance (Dessler, 2007). Moreover, Dessler (2007) argues that Human Resource management practices are interdependent, and as a whole, they create specific outcomes for the firm (Dessler, 2007). Different Human Resource management practices bundles have different effects on performance (Huselid, 1995). However, Human Resource management practices are the most important tools that can influence the attitudes and behavior of individuals, and therefore, their performance at work (Colon, 2002).

## **7 Literature on the effect of training on employees' performance and productivity:**

### **3.2 The effect on the productivity:**

It has been documented in different studies that there is significant evidence to suggest that training has a positive impact on productivity and output growth (Lange, 2004). In a study of German apprentices, Zwick (2002) finds that the longer the work experience, the less applicable were the skills acquired during the initial training. Zwick (2002) also shows that increasing the share of employees participating in training in the first half of a year has a positive and significant effect on firm productivity in the same and the following year, whilst the impact in the third year is positive but insignificant (Zwick, 2002). Another study finds that the training program of a company is particularly efficient when the training opportunities are being made available for workers on a continuous basis. In the Netherlands, a study finds that the volume of hours of firm training is positively correlated with firm value-added, and Groot (1999) shows that the duration of training is positively associated with labor productivity growth. However, the extent to which training contributes in this way varies significantly across different countries (Lange, 2004).

On the other hand, according to Neo et al., (2000) now many organizations in the United States are beginning to appreciate the significant role that training and development play in enhancing performance and increasing productivity. They reiterated that because of this realization, General Electric, Texas Instruments and Federal Express have all made substantial investments in training. In addition, in an American study on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) citing Bishop (1994) indicated that employer-provided training and development raises subjective productivity and performance measures by almost 16%. Again, Black and Lynch (1996) citing Bartel (1989) stated that returns on training and development investments increase productivity by 16% (Bartel, 1989).

### **3.3 Tools of Measurement of Performance and Productivity in Public Sector:**

According to Dearden et al., (2006) an organization faces the continuous challenge of maximizing profit, valuing the customer, and realizing growth for the company. They also note that the hard

part of this process is finding and maintaining the right employees to reach this goal (Dearden et al., 2006). Implementing training programs to improve some areas of customer service is better than none at all (Dearden et al., 2006). Training is the tool that can assist in that goal and lead to overall quality improvement for the company and improve organizational structure and customer satisfaction. Training a workforce to the highest standards will improve product quality, decrease employee anxiety, and increase performance (Dearden et al., 2006).

Common complaints in Public Sector organizations are that there are too many targets. The real problem that this causes is it makes it impossible to understand what the priorities are and where attention should be focused. Many Private Sector companies have used tools such as success or strategy maps to help clarify the prioritization of performance targets. Such maps make explicit the relationships between performance measures or targets so that it is clear how they combine to achieve the overall objective. Furthermore, priorities can be changed within a framework, which provides an explicit understanding of how different performance targets contribute to the delivery of value to stakeholders (Symon, K. 2004).

On the other hand, many articles stress that one of the most difficult issues with regard to performance measurement and management is developing a culture that accepts performance measurement as a tool to help the organization improve. Many areas of the public sector are blessed with people who are committed to improving public service, which is ultimately the objective that the government is trying to achieve through its use of performance targets. Measurement and targets can be a valuable tool to help achieve this objective, if workers understand how measures and targets contribute to that objective (Andersen et al., 2002). Furthermore, experience would suggest that considerable leadership is required to demonstrate that measurement is being used to help the organization and the people within it to learn and to support improvement, not just a way of assigning blame for poor performance (Andersen et al., 2002).

Therefore, after reviewing many articles, I have found that the issues currently facing public sector organizations are also common to organizations in the private sector. It would appear that some of the lessons learnt over the last years in the private sector could be used to inform public sector activities. There are examples of public sector organizations that have successfully taken the appropriate principles and applied them to develop relevant management systems that help them improve performance.



## **8 Performance and motivation theories about training and productivity:**

### **3.4 Motivation theories:**

The employee is the critical component of the machinery that fuels other company resources to generate output. Human resources are the heart of the organization. It is the job of the manager to get work done from his employees. Hence, we cannot ignore theories of motivation, as motivation is the key to productivity.

Maslow's hierarchy of needs is a psychology theory presented by Abraham (Maslow, 1943). It is presented as a pyramid that consists of five levels: the first lower level being associated with physiological needs, while the top levels are termed growth needs, and are associated with psychological needs. Physiological needs must be met first. Once these are met, the person seeks to satisfy personal growth. The higher needs in this hierarchy only come into focus when the lower needs in the pyramid are met. The five levels of needs are: physiological, safety and security, love and esteem (Kaliprasad, CCE, 2006).

Physiological needs include food, breathing, water and sleep. This is the most important level that takes the first priority. Then comes the safety and security needs. Safety and security include things such as a preference for job security, justice procedures for protecting the individual from independent authority, savings accounts, insurance policies, and the like. They are summarized as: personal security from crime, financial security, health and well being, and safety against illness and accident (Buhler, 2003).

The first two levels are called lower needs because they have to do with basic needs. These basic needs are mainly concerned with a person's survival, and include obtaining adequate food, clothing, shelter, and seeking justice from the dominant societal groups (Robbins et al., 2008).

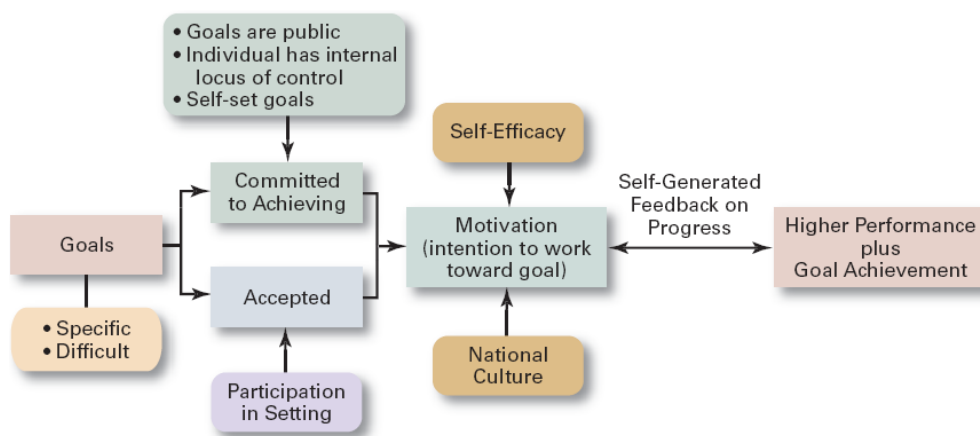
As said before, after fulfilling the lower level need, the person starts to take at the three remaining needs, which are called "upper needs". The first upper level need is the social need. It involves emotionally based relationships in general. It includes love, intimacy, and friendship. In this level the person wants to feel that he/she has a sense of acceptance and belonging that comes from strong social connections. People need to love and be loved because without fulfilling this level of need people will feel loneliness and social anxiety (Robbins et al., 2008)

After that, people move to the fourth level. All people want to be respected; they want to have self-respect, achievement, confidence and self-esteem. Here, people want to gain recognition (Greene & Burke, 2007). At the last level, people want to excel, prove themselves and succeed. To do this, they start to practice morality, creativity, problem solving and acceptance of facts. Therefore, at the last two levels, people satisfy themselves internally (Robbins et al., 2008).

## 9 Contemporary theories of performance:

### 3.4.1 Goal setting theory:

The goal setting theory suggests that specific goals increase performance and those difficult goals when accepted results in higher performance than do easy goals. If other people set us goals without our participation, then we are much less likely to be motivated to work hard than if we feel we have set or directed the goal ourselves (Robbins et al., 2008). When we are working on a task, we need feedback so we can determine whether we are succeeding or we need to change direction. Kilduff & Baker (1984) advise one to choose his or her own goals and to notice the difference between when one is diving into action and when one is carefully thinking (Kilduff & Baker, 1984). This goal setting theory applies to those who accept and are committed to goals. In addition, motivation is maximized by difficult goals. Commitment is most likely to occur when goals are made public, the individual has an internal locus of control and when the goals are self-set rather than assigned. In addition, the individual should have self-efficacy that he believes that he is capable of performing a task. So, if you have higher self-efficacy, you will have a better ability to succeed in a task (Schermerhorn, 2006).



Source: Robbins et al., 2008

### **3.4.2 Reinforcement theory:**

#### **3.4.3**

According to Schermerhorn (2006), the basic building blocks of reinforcement theory are based on the law of effect, or, the concept of operant conditioning. This is the control of behavior by manipulating its consequences, or, the process of applying the law of the effect. There are four strategies of reinforcement used. Positive and negative reinforcement strengthens behavior while both punishment and extinction weaken behavior (Schermerhorn, 2006). Positive reinforcement is the process of getting rewards because of a behavior. Negative reinforcement is the process of having a stressor taken away because of a behavior. For example, long-term sanctions are removed from countries when their human rights records improve (Schermerhorn, 2006). The third strategy is punishment. This is the process of getting a punishment because of a behavior, for example, having your pay docked for lateness. The last one is extinction. This is the process of getting no rewards for a behavior. Therefore, if a person does extra effort, but gets no thanks for it, they stop doing it (Robbins et al., 2008).

### **3.4.4 Equity theory:**

The equity theory focuses on distributive justice, which is the perceived fairness of the amount and allocation of rewards among individuals. This theory focuses on worker perceptions of the fairness of Their work outcomes and inputs. Specifically, they strive to maintain ratios of their own rewards to contributions, which are equal to other ratios (Kilduff & Baker, 1984). According to the equity theory, the most highly motivated employee is the one who perceives his rewards to be equal to his contributions. If he feels that he is working and being rewarded at about the same rate as his peers, then he will judge that he is being treated fairly (Schermerhorn, 2006). In others words, if we believe that we are being correctly rewarded for our efforts in relation to others, a state of justice exists; however if we perceive ourselves as being unjustly treated in relation to others we experience equity tension. (Robbins et al., 2008)

Perceived Ratio Comparison <sup>a</sup>	Employee's Assessment
$\frac{\text{Outcomes A}}{\text{Inputs A}} < \frac{\text{Outcomes B}}{\text{Inputs B}}$	Inequity (underrewarded)
$\frac{\text{Outcomes A}}{\text{Inputs A}} = \frac{\text{Outcomes B}}{\text{Inputs B}}$	Equity
$\frac{\text{Outcomes A}}{\text{Inputs A}} > \frac{\text{Outcomes B}}{\text{Inputs B}}$	Inequity (overrewarded)

<sup>a</sup> Person A is the employee, and person B is a relevant other or referent.

Source: Robbins et al., 2008

### 3.4.5 Expectancy Theory:

This theory is that the individual tends to act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual (Robbins et al., 2008). Expectancy theory predicts that employees in an organization will be motivated when they believe that:

- Putting in more effort will yield better job performance
- Better job performance will lead to organizational rewards, such as an increase in salary or benefits (Hapepota, 2005).

Vroom's theory assumes that behavior results from conscious choices among alternatives in order to maximize pleasure and to minimize pain (Robbins et al., 2008). This model is based on the concept of valence - strength of an individual's preference for a particular outcome. For the valence to be positive, the person must prefer attaining the outcome to not attaining it (Robbins et al., 2008).

In conclusion, this chapter presented the literature review of the study and discussed training and performance and the training process and benefits. In addition, it reviews performance theories and the tools of measurement of performance and productivity. Therefore, the coming chapter will be a summary of the findings, conclusion and recommendations.

**1 Introduction:**

I present in this chapter the arguments from my interviews and observations by trying to show the views of trainees on the effect of training on employee performance and productivity. I analyzed the data within around eight weeks. The appendices include four sets of interview questions for normal employees, managers and Human Resources staff in different petroleum companies in the public sector. Therefore, this chapter presents the data analysis of the findings about the mismatch between training programs and needs of employees.

In the following section, I present the arguments from interviews and observations by trying to show that there are wastes of resources due the lack of effective training. In addition, trainings are costly; it is an important that should be efficiently utilized. The interviews I conducted with many employees proved that there are huge waste of resources and money in public sector petroleum companies.

In addition, I present findings, which prove that favoritism in the selection of training programs for employees in the public sector takes place, and affects the overall quality of training modules in the courses. This section also discusses the wrong distribution of courses based on employee needs. There are indicators of ineffective training systems in public companies so that there is no clear link between organizational goals or plans and employees' needed training program.

**a. 2.Waste of Resources and Money:**

Training programs are expensive. In addition, the petroleum sector is one of the richest sectors of the economy. These programs are an important resource that should be efficiently utilized. Therefore, based on the interviews with many employees in different departments, I concluded that there is a certain overall budget for human resource training. This overarching budget is limited but compared with others sectors of the Egyptian economy we can consider it a well-funded sector. Thus, by analyzing the data, I concluded that in spite of having an excess of funds, the petroleum sector provides ineffective training for its employees. The level of petroleum industry training is comparable with other poorer sectors of the Egyptian economy.

From the interviews, the employees mention that there are many factors that we must take into consideration to avoid a waste of resources and money during training. First, we must get the right people, the right training at the right time, the right way, and there must be a transfer of learning.

*“The Human resources department in my company train the wrong person for many reasons. They are new and all new people receive “fill-in-the-space-training”, also they need informative credits to meet company policy. Occasionally they send employees to training simply to use up the budget in an effort to ensure that we receive the same amount next year” (female employee assistant manager in the contract department, 35 years old).*

According to the interviews, many employees state that the effectiveness of the training course that they took was not the problem. The problem that they faced was how to transmit what they had learned during the course into their work place. The employees confronted obstacles to the application of their training:

*“The last month I took a very interesting training course, when I’m back to my work I started to apply the new skills and strategy of what I had learned in the training courses in my job but the disbelief that my manager and my team displayed... forced me to use the old traditional way because they were not open to change and to learning new effective skills and strategies, therefore for me the course was a waste of time and money for my company.” (Male employee in international trading and tenders department, 30 years old)*

In addition to these factors, employees do not give attention or even take into consideration the importance of some meaningful areas in the training course. Therefore, their training was often a waste of resources if they did not have the following structures in their working environments: first, the training must be curriculum based; the training must be tailored to the employees’ needs in their job and the training must be engaging. In addition, the training must include support materials, which need to be reinforced. Finally, there need to be exams with the trainings and then the newly trained need to be held accountable for what they learned.

*“Over the past years I attended hundreds of dysfunctional training sessions that did nothing but complicate the participants. My company try to develop an 'across the board' training program, for different levels of the company .It can’t deliver a safety program to employees with a high school education in the same way you would to a room full of senior managers or executives”. (Female employee in foreign trading department, 45 years)*

Moreover, many employees in different departments describe the situation and the attitude of employees. If their company provided them training courses, these courses were outside of the company in different training centers, they considered it as a trip or outing and they didn't attend the full duration of the course. They only go for one or two hours and get the meal paid by the company then they leave. I inferred from many interviews with different employees that the reason that they didn't attend the courses provided by their company was that they found it not effective for their work needs. In addition, they also provide for them unprofessional instructors and poor curriculum. Therefore, if the companies provide training courses for their employees instead, that would be a tool to improve their skills and performance rather than a tool to waste the resources of the company.

*"Sometimes my company provides for us one or two ineffective training courses per year, but the only benefits for these courses are that I can go home early or hangout with my friends earlier than the normal working hours and get my paid meal "(male employee in foreign trade department, 36 years.)*

On the other hand, another form of waste of resources of the company is found throughout the Human Resources departments. This is because they provide the budget to train the employees in the company but they do not have the skills and the ability to train the employees and follow the right training process. The majority of them graduated from a different major not related to Human Resources. For example, most of them have degrees in accounting, art and marketing. Therefore, they are not able to structure effective training program for the employees, thus they are simply wasting resources of the company.

*"Human resources are the only resources that cannot be bought like machinery or property, that makes it more important than anything. Because of that, companies are always looking for new ways to attract and engage their employees. But in fact in my company the human resources didn't apply this strategy and the human department in my company "manzar 3ala el fadi" only exists but in reality had no effective role."(Male employee assistant to the general manager, 40 years)*

### 3.Favoritism in the Selection to Training Programs:

Employees interviewed in the public sector note that they do not take the essential training courses based on their need or their job. They list other criteria such as budgets and favoritism. Therefore, I concluded from the interviews that in their companies the majority of managers are biased and give the privilege to certain employees. They are favoring a particular employee thus excluding employees at an unfair disadvantage. This unfair disadvantage can lead to feelings of anger and mistrust, resulting in decreased morale of employees; therefore it affects productivity and performance. Also, based on my analysis of the data, I found that favoritism took place in selecting the training program of employees. This suggests that managers do not care if the courses are beneficial for employees' jobs or not. They only care about the satisfactions of a favorite group of employees who wish to take courses in good places near to their home with good conditions. In addition, they give to their favorites at the beginning of each year the list of courses in order to choose the courses that are suitable for them before distributing the remaining courses to the others employees.

*“In my company and in many companies in the public sector they don’t care much about offering the needed training course for the employees, they only give us two training course per year. These two course that are offered per year are chosen randomly not based on the employee needs and what skills needed in his job criteria. Sometimes by chance, one of them could be effective and sometimes not.” (Male employee assistant to the general manager, 40 years)*

Moreover, there are big problem that bias and favoritism can affect the training process because of the selection process and all the other steps like work analysis of employees. A needs assessment and feedback in designing the suitable training program for each employee based on his needs in his job is totally denied. The selection of a training program is based on the manager’s bias and favoritism to a certain favorite group of people.

*“They give each department five courses for their staff per year and the manager of the department is the one who will decide who will attend theses courses among the staff not based on the employees skills needed but based on bias decision “kosa””. (Male employee in trading department, 30 years).*



In addition, according to the interviews, each employee has a certain number of courses each year but there is big injustice during the selection of these courses. Sometimes the manager of the department does not like some employees on a personal basis and prefers another group. Therefore, they send them to courses not suitable for their work to punish them. On the other hand, it was noted in interviews that the supervisor sends his favorite group to the courses they choose and he allows them to choose the list of employees that they want to go with them.

*“Every time I chose a course and I went to take the permission of my manager, my manager told me leave your name and at the end he sent his favorite people to the course”(male employee’s in trading department, 25 years).*

#### **4.Training curriculum and mismatch of employee needs:**

The first step in handling training is to determine training needs and set objectives for these needs. According to the employees in public petroleum sector in some companies that I interviewed, there are enormous indicators of ineffective training systems in public companies. There is no clear link between organizational goals or plans and employee needs and the training programs given to them. Some indicators to measure this are alignment of training with job functions, alignment of training with career development, integration of training into Human Resources management plans, and selection of courses on need basis. In addition, selection of participants on a needs basis and the level of Human Resources information systems were indicators not provided in many organizations that I did interviews in. In addition, they did not include an indicator of the association between training and career development even though it is a source of essential motivation and increasing in employee productivity.

*“Last year the company introduced a new software program system to enter all the invoices of the company in it, all the employees are expected to formulate training courses for them before launching the new system to be able to use it smoothly but in fact the training program of the year does not include training of the new system” (male employee in financial department, 50 years).*

According to Cole (2002) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational and employee needs. Organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well-organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives (Cole, 2002). These perspectives are: organizational, departmental or functional, job and employee. Organizational analysis happens in a situation where the effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or differences exist, thus this makes it easy to know what program to be implemented. According to Kaufman (2002), organization analysis looks at the variances between their success and failure to ascertain which problems training could help remedy. Functional needs at this level, training managers analyze the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work unit (Dessler, 2008). Also, there are different types and levels of training courses provided in these companies in the petroleum companies. The first type is local training programs. These programs are training courses inside or outside the company in different fields like technical, administration and financial courses. However, they provide other types of local training programs for ten students every year from the faculty of petroleum engineering to provide for them internships for training them during the summer.

*“I think they need to improve the computer skills of the employees to adapt to the new technologies”(woman employee in the external relation department, 28 years).*

*“I asked for financial analysis courses for three years because it will help me a lot in my work, but every years they give me different courses that don’t have any relation with my work ”(male employee in the financial department, 35 years).*

Finally, this chapter was trying to show that there are huge wastes of resources in petroleum companies in the public sector due to the lack of effective training and many other accompanying factors that need to be reformed as soon as possible. In addition, I presented that favoritism in the selection to training programs employees in the public sector takes place and affects the training modules of the courses. In addition to the wrong distribution of courses based on employees need, there are indicators of ineffective training systems in public companies there is no clear link between organizational goals or plans and

employee needs and the training programs given to them. Therefore, in the following section I will present the analysis of data from the side of Human Resources employees and their effect on the effectiveness of training programs and processes.

## Chapter five: Limitations of Human Resources Staff:

### 1.Introduction:

In this section, I will present the arguments from interviews and observations by trying to show the limitations of the Human Resources staff in public petroleum sector and the challenges they face. In addition, I will present that the finding that showed that no courses evaluation for the courses and assessment by the Human Resources staff. The last part of the chapter is about the Human Resources staff's role in the wrong training program process.

### 2.The Capacity of Human Resource Staff Members:

First, the majority of employees believe that the Human Resources department in the public sector and in their company actually does not exist but just an image and must be restructured to improve the employee performance. It is only a tool for wasting resources for the company and it is not useful for the employees. According to interviews and my observations, the majority of Human Resources employees do not have an educational background in the Human Resources during their undergraduate studies. They do not even have a diploma or postgraduate degree in Human Resources.

*“The management in my company is very bad and also the Human Resources department in my company and many companies in the public sector in reality doesn't exist, it's just an image 'felous fel ard' waste of money”*(male employee in contract department, 35 year)

According to employees' opinion in the Human Resources department and staff in their company they are completely dissatisfied about their job. Moreover, many of the employees state that they did not even feel their presence in the company, because they are not expert in their job; many employees mention that in their company. Therefore, there is in each department one employee responsible for managing the Human Resources issues of the other employees in the department because the Human Resources department and staffs in their companies are ineffective and did not do their role in good way.

*“Human resource is the only resources that cannot be bought like machinery or property that makes it more important than anything. Because of that, companies are always looking for new ways to attract and engage their employees. But in fact in my company the Human Resources didn't apply this strategy and the human department in my company “manzar 3ala el fadi” only exists but in reality has no effective role.”*(Male employee assistant to the general manager, 40 years)

Employees in the public sector have many recommendations to improve the Human Resources department in their companies. For instance, they talk about providing special training courses for Human Resources staff that are different than the others courses provided to the other employees of the company to let them be able to structure the training design and structure of the company in a professional way. Another recommendation is providing the privilege for employees that don't have Human Resources educational background to take a Human Resources diploma as part of their training programs to be qualified enough.

*“Provide additional training to team members. Explore with them whether they have the actual skills required to do what is expected. Given the pace of change of technology, it is easy for people's skills to become obsolete. This option recognizes the need to retain employees and keep their skills current. There are various types of retraining you can provide: Training seminars with in-house or external providers, Computer-based training, Simulation exercises and Subsidized college or university courses” (male employee in the Human Resources department, 30 years.)*

### **3.The Human Resources Staff Members Practice Wrong Training Program Process**

For the training program to be effective they should follow a process to achieve effective outcomes but according to the interviews with employees, they did not follow these processes in a good and effective way; therefore, they have poor training structure.

*“We don't follow certain structure or process to provide training program we leave the managers of the different department to select the courses for their employees and send to us the list by mail”(male employees in the Human Resources department, 35 years).*

#### **i Training Policies and Resources**

According to the interviews with the employees there are training policies and resources but it's not applicable, it's just policies and rules. They do not follow these policies to achieve a good outcome. Moreover, training policies are expressions of the training philosophy of the organization. This also affirms the assertion of Kenny et al., (1992). In addition, there are the policies that employees should follow to achieve good outcomes, these policies are providing guidelines for those responsible for planning and implementing of training, to confirm that a company's training resources are allocated to pre-determined requirements. Moreover, they have to inform employees of training and development opportunities. Finally the most important outcome is to provide for equality of opportunity for training throughout the company.

*“In my company we have good rules and policies for training but these policies are only just image not applicable written only but not respected ”(women employee, Human Resources department 40 years)*

## **ii Determination of Training Needs:**

According to (Cole, 2002), the first stage in managing training is to determine training needs and set objectives for these needs. The need can also be determined by observing the job performance of work groups and survey jobholders by observing supervisors, and training committees. Any gaps in their efficiency and effectiveness help determine the training need and individual need (Cole, 2002).

Also, according to the data analysis, employees’ training needs could be measured by the individual performances of the employees. The effectiveness and efficiency is measured against the required standards through interviews, observations, attitude surveys, or objective records of their performance.

*“The most effective way to measure employees’ needs of training courses is to combine different measures to have effective outcomes.”(Male employee head of Human Resources department, 52 years).*

## **iii Determining Training Objectives and Training Plan**

Based on employees’ interviews, one of the important things to consider in designing a training program is what the program is meant to accomplish, or, the objectives. It is essential for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should, however, be attainable and measurable. A training program is successful if the objectives are achieved.

*“Individual development plans may specify how employees can more fully apply their strengths in their current positions, build up areas of weakness, enhance their performance in their current positions, or develop the skills and experience they will need for possible future assignments.”(Male chairman of the company, 60 years)*

#### iv Methods of evaluation of staff need and performance:

On the other hand, according to the interviews with employees, they state that in their company they use only one method of evaluation, the traditional one. After each training course they distribute questionnaires to the employees to take from them feedback about the training course. However, there are problems in that they do not care to collect back the questionnaire from them, they only do routine process after the course.

*“At the end of each course in my company when I come back from the training course, they sent me a questionnaire but many times I answered it and then they didn’t collect back from me so I started not answering and considered it an unimportant paper.” (Male employee, financial department 32 years.)*

In addition, we found that the training program is assessed during and after its completion by the training line manager, Human Resources staff, and by the trainees themselves. Evaluation differs from confirmation in that it tries to measure the overall cost benefit of the training program and not just the achievement of its set down objectives. Until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and is thus ineffective. Therefore, evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives.

Moreover, according to the interviews with the employees, there is another problem during the evaluation process; in some courses they did not distribute the evaluation sheet to the employees at the end of the course.

*“Last time I attended course I have a lot of consideration and comments about the course, therefore I decided to write all my comments in the evaluation sheet at the end of the course to put into consideration in the coming course, but suddenly they didn’t distribute evaluation sheet and I ask from them they answered me why you give attention to such small things”kabar dema3’ak ya 3am.” (Male employee, trading department 26 years).*

Finally, to sum up this chapter it presented the arguments from interviews and observations by trying to show the limitations of Human Resources staff in the public petroleum sector and the challenges they face. It inferred from the interviews that the Human Resources staff must become more qualified to be able to reform the training program and process. Similarly, I presented that there are no course evaluations for the courses and assessment by the Human Resources staff. The last part of the chapter is

about the Human Resources staff's involvement with the wrong training program process. Therefore, the coming chapter will be the summary of the findings, conclusion and recommendations.



## **Chapter Six: Results, conclusions and recommendations:**

This section examines the overall purpose of this study, which has investigated the views of trainees on the process of training and its relationship to employees' performance and productivity in two large institutions in the petroleum public sector in Egypt. This study has focused on investigating the factors effecting training of employees in petroleum companies and the effect of training on employees' performance and productivity. In addition, it has examined the relationship between the dependent and independent variables and respondents of employees in the in interviews.

The study has assessed the structure of formulating training programs and the impact on employee performance and productivity. Therefore, the following parts of this chapter present a summary of the research findings, conclusions and recommendations.

### **1.Summary of the Findings and Conclusion**

#### **Conclusion:**

By applying qualitative data analysis to analyze the view of trainees on the effect of training on employees' performance and productivity in two of the largest petroleum public sector companies, the study found that these companies' training programs have many problems that need to be reformed.

In addition, the study found that there are problems in the Human Resources staff in petroleum public sector companies and in the application of training processes, policies and evaluation. In addition, based on the outcomes, the study concluded that the training programs were not beneficial for most of the trainees; however, a lot still needs to be done to make the training process as effective as it could be for them.

Moreover, the study has provided a set of interesting findings on the training activities that could lead to better understanding and implementation of the training process. These findings suggest a number of recommendations and reforms that if considered could improve the practice of the Human Resources staff which would, in turn, mean better training programs and lead to better performance and productivity of employees.

Based on the literature and the results of this research, this study has identified some areas of concern that need to be addressed for training to be effective. The training process in these companies in the petroleum public sector is not based on good and effective methods and therefore there are many areas of amendment that need to be tackled.

Based on the analysis of the results and observations, several conclusions can be derived about the areas for improvement:

1. The repetition of courses, examples, and case studies and the lack of new programs.
3. Some participants reported that some instructors and lecturers appear unqualified to give lectures.
4. Lack of training reports such as pre-test and post-test evaluation sheets, checklists, and training data in general.
5. The Human Resources staff are not qualified to formulate effective training program.
6. The process for determining training needs is not effective.

## **2. Recommendations and suggested reform plan for training in petroleum public sector to improve performance and productivity:**

First, let us begin with the first and most important point. The basis of reform is the recruiting and selection process of Human Resources staff in the public sector, they must choose qualified people with good educational backgrounds in Human Resources who are able to formulate effective and professional training program. Also, providing for the old employees that have not graduated from Human Resources programs or received diplomas to allow them to be able to handle their work in effective way.

Secondly, following and implementing the right steps and processes to develop good and effective training programs, these steps define the organizational objectives, define the needs of the training program, state training goals, develop effective training methods, choose whom to train, decide who should do the training and manage the training and assessment of the training program.

In addition, systematic training programs based on the functional activities and the career progression of all staff could be planned to meet the training and career development needs of staffs and increase employees performance and productivity.

Moreover, another suggested method to improve the training system is suggested by Goldberg (2004). You can use new training methods that increase productivity called a community-of- practice approach to help you boost productivity, save time, and improve performance. The community of practice is a group of people who share a concern about a topic and involves members who develop their understanding of the topic by cooperating on a regular basis. Both parts of this metaphor are central for training programs building a community and an interest in a particular practice. The community may involve a wide range of members: trainers, trainees such as sales persons, executives, other employees, agents, traders and vendors. The practice is both the topic or issue at hand and the activities that surround the topic. In addition, one main aim of a community-of-practice program is self-development; an individual often best understands his or her own strengths and the skills that need developing.

Finally, I recommended a method to improve training and performance in employees. The organizations would benefit from providing an evaluation of the progress of the business for the same week. If there are gaps, the gaps should be fixed, to see how a solution would be arrived at. In return, the employees should draw an action plan, whether further reinstruction is necessary or whether other modifications are called for.

## APPENDIX

### Appendix A

#### Informed Consent for Participation in Research Study (In English)

**Project Title:** The Effect of Training on Employees Performance and Productivity in the Petroleum Sector in Egypt

**Principal Investigator:** Employees in different petroleum companies in Egypt.

The contact information will be through my relation with many public petroleum companies.

\*You are being asked to participate in a research study. The purpose of the research is to assess the effect of training of employees and their performance and productivity and the findings may be, *presented*. The expected duration of your participation is 2 hours.

The procedures of the research will be as follows: the procedures will be through face-to-face interviews to test the effect of training on employees' performance and productivity in public sector, I will take one hour from the time of each employee.

\*There *will not be* certain risks or discomforts associated with this research.

\*There *will not be* benefits to you from this research.

\*The information you provide for purposes of this research *is confidential*.

\* *Contact for answers to pertinent questions about the research and research subject's rights, and whom to contact in the event of a research-related injury to the subject; PI: Aya karar at telephone number*

\*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

عنوان البحث : ١٠ شارع المشير احمد إسماعيل – شيراتون.

الباحث الرئيسي: أيه عماد كرار

البريد الإلكتروني: aya\_karar@aucegypt.edu

الهاتف : ٠١٠٠٥٨٠٠٧٠٨

أنت مدعو للمشاركة في دراسة بحثية عن تأثير التدريب على أداء الموظفين و إنتاجهم في المصالح الحكومية  
هدف الدراسة هو مدى تأثير التدريب على أداء الموظفين و أدائهم الإنتاجي.

نتائج البحث ستنتشر في : لن يتم نشرها

المدة المتوقعة للمشاركة في هذا البحث : ساعة / موظف

إجراءات الدراسة تشتمل على إعداد لقاءات مع الموظفين لجمع المعلومات من خلال مقابلة شخصية وجه لوجه لكل  
موظف وسوف تستغرق المقابلة ساعة مع كل موظف.

المخاطر المتوقعة من المشاركة في هذه الدراسة : لا توجد أي نوع من أنواع المخاطر

الاستفادة المتوقعة من المشاركة في البحث: لا توجد استفادة

السرية واحترام الخصوصية: المعلومات التي ستدلى بها في هذا البحث سوف تكون سرية .

أذكر الافراد الذين يمكن الاتصال بهم عند الرغبة في الحصول على مزيد من المعلومات عن الدراسة وحقوق المشاركين  
وكذلك في حالة حدوث أي إصابة أثناء المشاركة في هذا البحث. على سبيل المثال يمكنك كتابة التالي: " أي أسئلة متعلقة  
بهذه الدراسة أو حقوق المشاركين فيها أو عند حدوث أي إصابات ناتجة عن هذه المشاركة يجب أن توجه إلى : أيه عماد  
كرار – رقم الهاتف :

ان المشاركة في هذه الدراسة ماهي الا عمل تطوعي, حيث أن الامتناع عن المشاركة لا يتضمن أي عقوبات أو فقدان أي  
مزايا تحقق لك. ويمكنك أيضا التوقف عن المشاركة في أي وقت من دون عقوبة أو فقدان لهذه المزايا.

الإمضاء : . أيه عماد كرار

اسم المشارك :

التاريخ : ٢٠١٢/١٠/١٨

## **Appendix B**

### **Some of the Interview questions:**

- Q1. What is the Vision of the HR department?
- Q2. Do you believe that human resource is most important in gaining competitive advantage? And how?
- Q3. How important is HR management in Employee's performance and productivity?
- Q4. What are the HR practices that are essential to Employee performance and productivity?
- Q5. Why do you think HR practices have a positive impact on performance?
- Q6. How important is Recruitment in Company's overall performance?
- Q7. What are the tools of measuring performance of an employee?
- Q8. Do you think that Human Resources and training is effective in your company?
- Q9. The two training courses the company gives per year are chosen on what basis? Are they effective for you?
- Q10. What is your recommendation to improve the training system in your company to improve the employees' performance?

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